

## READING Performance Level Descriptions – Grade K

GENERAL CLAIM 1 Students can determine information in a grade-level text.	Entering	Emerging	Transitioning	Expanding	Commanding
<b>Anchor 1</b> Students can identify key narrative elements and central ideas in a grade-level text.	Anchor 1 will be assessed through the Listening modality for this grade only.	Anchor 1 will be assessed through the Listening modality for this grade only.	Anchor 1 will be assessed through the Listening modality for this grade only.	Anchor 1 will be assessed through the Listening modality for this grade only.	Anchor 1 will be assessed through the Listening modality for this grade only.
<b>Anchor 2</b> Students can identify words, phrases, and sentences used to elaborate on and connect ideas in a grade-level text.	Anchor 2 will be assessed through the Listening modality for this grade only.	Anchor 2 will be assessed through the Listening modality for this grade only.	Anchor 2 will be assessed through the Listening modality for this grade only.	Anchor 2 will be assessed through the Listening modality for this grade only.	Anchor 2 will be assessed through the Listening modality for this grade only.
<b>Anchor 3</b> Students can demonstrate understanding of the foundational features of the English language.	Student may identify <b>one basic feature of print, sounds, or grade-appropriate words.</b>	Student can identify <b>a few basic features of print, and a few sounds and/or grade-appropriate words.</b>	Student can identify <b>some basic features of print and sounds, and a few grade-appropriate words.</b>	Student can identify <b>most basic features of print and sounds, and some grade-appropriate words.</b>	Student can identify <b>most basic features of print, sounds, and grade-appropriate words.</b>
<b>Target of Measurement 3</b> Students can identify <b>basic features of print, sounds, and grade-appropriate words.</b>					
<b>Anchor 4</b> Students can apply phonics and word analysis skills basic to the English language when reading.	Student may identify <b>a few one-to-one letter-sound correspondences or high-frequency grade-appropriate words</b> in context.	Student can identify <b>some one-to-one letter-sound correspondences and a few high-frequency grade-appropriate words</b> in context.	Student can identify <b>most one-to-one letter-sound correspondences and a few high-frequency grade-appropriate words</b> in context.	Student can identify <b>most one-to-one letter-sound correspondences and some high-frequency grade-appropriate words</b> in context.	Student can identify <b>most one-to-one letter-sound correspondences and high-frequency grade-appropriate words</b> in context.
<b>Target of Measurement 4</b> Students can identify <b>one-to-one letter-sound correspondences and high-frequency grade-appropriate words</b> in context.					
<b>Anchor 5</b> Students can determine elements, connections, and topics that are established by text structures in grade-level texts.	Not applicable for this grade.	Not applicable for this grade.	Not applicable for this grade.	Not applicable for this grade.	Not applicable for this grade.

## READING Performance Level Descriptions – Grades 1–2

GENERAL CLAIM 1 Students can determine information in a grade-level text.	Entering	Emerging	Transitioning	Expanding	Commanding
<p><b>Anchor 1</b></p> <p>Students can identify key narrative elements and central ideas in a grade-level text.</p> <p><b>Target of Measurement 1</b></p> <p>Students can identify words, phrases, or sentences that <b>signal important individuals, ideas, events, a narrator, and/or the main idea</b> in a grade-level text.</p>	<p>Student may, with substantial support, identify a few words, short phrases, or predictable sentences that <b>signal important individuals, ideas, events, a narrator, and/or the main idea</b> in a grade-level text.</p>	<p>Student can, with moderate support, identify some words, phrases, or a few simple sentences that <b>signal important individuals, ideas, events, a narrator, and/or the main idea</b> in a grade-level text.</p>	<p>Student can, with limited support, identify most phrases, simple sentences, or a few expanded sentences that <b>signal important individuals, ideas, events, a narrator, and/or the main idea</b> in a grade-level text.</p>	<p>Student can identify most simple or some expanded sentences that <b>signal important individuals, ideas, events, a narrator, and/or the main idea</b> in a grade-level text.</p>	<p>Student can identify a variety of simple or expanded sentences that <b>signal important individuals, ideas, events, a narrator, and/or the main idea</b> in a grade-level text.</p>
<p><b>Anchor 2</b></p> <p>Students can identify words, phrases, and sentences used to elaborate on and connect ideas in a grade-level text.</p> <p><b>Target of Measurement 2</b></p> <p>Students can identify words, phrases, or sentences that <b>signal or describe key details, sequence, and/or relationships</b> in a grade-level text.</p>	<p>Student may, with substantial support, identify a few words, short phrases, or predictable sentences that <b>signal or describe key details, sequence, and/or relationships</b> in a grade-level text.</p>	<p>Student can, with moderate support, identify some words, phrases, or a few simple sentences that <b>signal or describe key details, sequence, and/or relationships</b> in a grade-level text.</p>	<p>Student can, with limited support, identify most phrases, simple sentences, or a few expanded sentences that <b>signal or describe key details, sequence, and/or relationships</b> in a grade-level text.</p>	<p>Student can identify most simple or some expanded sentences that <b>signal or describe key details, sequence, and/or relationships</b> in a grade-level text.</p>	<p>Student can identify a variety of simple or expanded sentences that <b>signal or describe key details, sequence, and/or relationships</b> in a grade-level text.</p>
<p><b>Anchor 3</b></p> <p>Students can determine the meaning of vocabulary in a grade-level text.</p> <p><b>Target of Measurement 3</b></p> <p>Students can determine <b>the meaning of Tier 1 and some Tier 2 vocabulary</b> in a grade-level text.</p>	<p>Student may determine <b>the meaning of a few Tier 1 words</b> in a grade-level text.</p>	<p>Student can determine <b>the meaning of some Tier 1 and a few Tier 2 words</b> in a grade-level text.</p>	<p>Student can determine <b>the meaning of most Tier 1 and a few Tier 2 words</b> in a grade-level text.</p>	<p>Student can determine <b>the meaning of most Tier 1 and some Tier 2 words</b> in a grade-level text.</p>	<p>Student can determine <b>the meaning of Tier 1 and some Tier 2 words</b> in a grade-level text.</p>

## READING Performance Level Descriptions – Grades 1–2

GENERAL CLAIM 2 Students can determine the development of ideas in grade-level texts.	Entering	Emerging	Transitioning	Expanding	Commanding
<b>Anchor 4</b>	Not applicable for this performance level.	Not applicable for this performance level.	Student can, with limited support, identify most phrases, simple sentences, or a few expanded sentences that <b>together develop a story, a description, a sequence of events, or a relationship</b> in grade-level texts.	Student can identify most simple or some expanded sentences that <b>together develop a story, a description, a sequence of events, or a relationship</b> in grade-level texts.	Student can identify a variety of simple or expanded sentences that <b>together develop a story, a description, a sequence of events, or a relationship</b> in grade-level texts.
Students can identify text structures that develop narrative elements, key details, and central ideas in grade-level texts.					
<b>Target of Measurement 4</b>					
Students can identify text structures in grade-level texts. Text structure is defined at this grade band as words, phrases, and sentences that <b>together develop a story, a description, a sequence of events, or a relationship</b> .					
<b>Anchor 5</b>	Not applicable for this performance level.	Not applicable for this performance level.	Student can, with limited support, identify <b>significant ideas, events, and/or relationships that are established</b> by text structures ( <b>phrases, simple sentences, or a few expanded sentences that work together to determine elements, connections, and topics</b> ) in grade-level texts.	Student can identify <b>significant ideas, events, and/or relationships that are established</b> by text structures ( <b>simple or some expanded sentences that work together to determine elements, connections, and topics</b> ) in grade-level texts.	Student can identify <b>significant ideas, events, and/or relationships that are established</b> by text structures ( <b>a variety of simple or expanded sentences that work together to determine elements, connections, and topics</b> ) in grade-level texts.
Students can determine elements, connections, and topics that are established by text structures in grade-level texts.					
<b>Target of Measurement 5</b>					
Students can identify <b>significant ideas, events, and/or relationships that are established</b> by text structures. Text structures are defined here as <b>words, phrases, and sentences that work together to determine elements, connections, and topics</b> in grade-level texts.					

## READING Performance Level Descriptions – Grades 3–4

GENERAL CLAIM 1 Students can determine information in a grade-level text.	Entering	Emerging	Transitioning	Expanding	Commanding
Anchor 1 Students can identify key narrative elements and central ideas in a grade-level text.	Student may, with substantial support, identify a few words, short phrases, or predictable sentences that <b>signal important individuals, ideas or concepts, events, point of view, and/or the main idea</b> in a grade-level text.	Student can, with moderate support, identify some words, phrases, or a few simple sentences that <b>signal important individuals, ideas or concepts, events, point of view, and/or the main idea</b> in a grade-level text.	Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that <b>signal important individuals, ideas or concepts, events, point of view, and/or the main idea</b> in a grade-level text.	Student can identify most simple or some expanded or complex sentences that <b>signal important individuals, ideas or concepts, events, point of view, and/or the main idea</b> in a grade-level text.	Student can identify a variety of simple, expanded, or complex sentences that <b>signal important individuals, ideas or concepts, events, point of view, and/or the main idea</b> in a grade-level text.
Target of Measurement 1 Students can identify words, phrases, or sentences that <b>signal important individuals, ideas or concepts, events, point of view, and/or the main idea</b> in a grade-level text.					
Anchor 2 Students can identify words, phrases, and sentences used to elaborate on and connect ideas in a grade-level text.	Student may, with substantial support, identify a few words, short phrases, or predictable sentences that <b>signal or describe key details, sequence, connections, and/or relationships</b> in a grade-level text.	Student can, with moderate support, identify some words, phrases, or a few simple sentences that <b>signal or describe key details, sequence, connections, and/or relationships</b> in a grade-level text.	Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that <b>signal or describe key details, sequence, connections, and/or relationships</b> in a grade-level text.	Student can identify most simple or some expanded or complex sentences that <b>signal or describe key details, sequence, connections, and/or relationships</b> in a grade-level text.	Student can identify a variety of simple, expanded, or complex sentences that <b>signal or describe key details, sequence, connections, and/or relationships</b> in a grade-level text.
Target of Measurement 2 Students can identify words, phrases, or sentences that <b>signal or describe key details, sequence, connections, and/or relationships</b> in a grade-level text.					
Anchor 3 Students can determine the meaning of vocabulary in a grade-level text.	Student may determine <b>the literal meaning of some Tier 1 words</b> in a grade-level text.	Student can determine <b>the literal meaning of some Tier 1 and a few Tier 2 words</b> in a grade-level text.	Student can determine <b>some of the literal and a few of the figurative meanings of Tier 1 and some Tier 2 words</b> in a grade-level text.	Student can determine <b>most of the literal and some of the figurative meanings of Tier 1 and some Tier 2 words</b> in a grade-level text.	Student can determine <b>most of the literal and figurative meanings of Tier 1 and some Tier 2 words</b> in a grade-level text.
Target of Measurement 3 Students can determine <b>the literal or figurative meaning of Tier 1 and some Tier 2 vocabulary</b> in a grade-level text.					

## READING Performance Level Descriptions – Grades 3–4

GENERAL CLAIM 2 Students can determine the development of ideas in grade-level texts.	Entering	Emerging	Transitioning	Expanding	Commanding
<b>Anchor 4</b> Students can identify text structures that develop narrative elements, key details, and central ideas in grade-level texts.	Not applicable for this performance level.	Not applicable for this performance level.	Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that <b>together develop a story or a topic, a description, a sequence of events, or a relationship</b> in grade-level texts.	Student can identify most simple or some expanded or complex sentences that <b>together develop a story or a topic, a description, a sequence of events, or a relationship</b> in grade-level texts.	Student can identify a variety of simple, expanded, or complex sentences that <b>together develop a story or a topic, a description, a sequence of events, or a relationship</b> in grade-level texts.
<b>Target of Measurement 4</b> Students can identify text structures in grade-level texts. Text structure is defined at this grade band as words, phrases, and sentences that <b>together develop a story or a topic, a description, a sequence of events, or a relationship</b> .					
<b>Anchor 5</b> Students can determine elements, connections, and topics that are established by text structures in grade-level texts.	Not applicable for this performance level.	Not applicable for this performance level.	Student can, with limited support, identify <b>significant elements, relationships, and/or topics that are established</b> by text structures ( <b>phrases, simple sentences, or a few expanded or complex sentences that work together to determine elements, connections, and topics</b> ) in grade-level texts.	Student can identify <b>significant elements, relationships, and/or topics that are established</b> by text structures ( <b>simple or some expanded or complex sentences that work together to determine elements, connections, and topics</b> ) in grade-level texts.	Student can identify <b>significant elements, relationships, and/or topics that are established</b> by text structures ( <b>a variety of simple, expanded, or complex sentences that work together to determine elements, connections, and topics</b> ) in grade-level texts.
<b>Target of Measurement 5</b> Students can identify <b>significant elements, relationships, and/or topics that are established</b> by text structures. Text structures are defined here as <b>words, phrases, and sentences that work together to determine elements, connections, and topics</b> in grade-level texts.					

## READING Performance Level Descriptions – Grades 5–6

GENERAL CLAIM 1 Students can determine information in a grade-level text.	Entering	Emerging	Transitioning	Expanding	Commanding
<p><b>Anchor 1</b> Students can identify key narrative elements and central ideas in a grade-level text.</p> <p><b>Target of Measurement 1</b> Students can identify words, phrases, or sentences that <b>signal important individuals, main ideas, supporting ideas, concepts, events, point of view, and/or the message or theme</b> in a grade-level text.</p>	<p>Student may, with substantial support, identify a few words, short phrases, or predictable sentences that <b>signal important individuals, main ideas, supporting ideas, concepts, events, point of view, and/or the message or theme</b> in a grade-level text.</p>	<p>Student can, with moderate support, identify some words, phrases, or a few simple sentences that <b>signal important individuals, main ideas, supporting ideas, concepts, events, point of view, and/or the message or theme</b> in a grade-level text.</p>	<p>Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that <b>signal important individuals, main ideas, supporting ideas, concepts, events, point of view, and/or the message or theme</b> in a grade-level text.</p>	<p>Student can identify most simple or some expanded or complex sentences that <b>signal important individuals, main ideas, supporting ideas, concepts, events, point of view, and/or the message or theme</b> in a grade-level text.</p>	<p>Student can identify a variety of simple, expanded, or complex sentences that <b>signal important individuals, main ideas, supporting ideas, concepts, events, point of view, and/or the message or theme</b> in a grade-level text.</p>
<p><b>Anchor 2</b> Students can identify words, phrases, and sentences used to elaborate on and connect ideas in a grade-level text.</p> <p><b>Target of Measurement 2</b> Students can identify words, phrases, or sentences that <b>signal or describe key details, sequence, connections, relationships, and/or conclusions</b> in a grade-level text.</p>	<p>Student may, with substantial support, identify a few words, short phrases, or predictable sentences that <b>signal or describe key details, sequence, connections, relationships, and/or conclusions</b> in a grade-level text.</p>	<p>Student can, with moderate support, identify some words, phrases, or a few simple sentences that <b>signal or describe key details, sequence, connections, relationships, and/or conclusions</b> in a grade-level text.</p>	<p>Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that <b>signal or describe key details, sequence, connections, relationships, and/or conclusions</b> in a grade-level text.</p>	<p>Student can identify most simple or some expanded or complex sentences that <b>signal or describe key details, sequence, connections, relationships, and/or conclusions</b> in a grade-level text.</p>	<p>Student can identify a variety of simple, expanded, or complex sentences that <b>signal or describe key details, sequence, connections, relationships, and/or conclusions</b> in a grade-level text.</p>
<p><b>Anchor 3</b> Students can determine the meaning of vocabulary in a grade-level text.</p> <p><b>Target of Measurement 3</b> Students can determine <b>the literal, figurative, or connotative meaning of Tier 1 and Tier 2 vocabulary</b> in a grade-level text.</p>	<p>Student may determine <b>the literal meaning of some Tier 1 and a few Tier 2 words</b> in a grade-level text.</p>	<p>Student can determine <b>the literal meaning of some Tier 1 and a few Tier 2 words</b> in a grade-level text.</p>	<p>Student can determine <b>most of the literal and a few of the figurative meanings of Tier 1 and Tier 2 words</b> in a grade-level text.</p>	<p>Student can determine <b>most of the literal and some of the figurative or connotative meanings of Tier 1 and Tier 2 words</b> in a grade-level text.</p>	<p>Student can determine <b>most of the literal, figurative, or connotative meanings of Tier 1 and Tier 2 words</b> in a grade-level text.</p>

## READING Performance Level Descriptions – Grades 5–6

GENERAL CLAIM 2 Students can determine the development of ideas in grade-level texts.	Entering	Emerging	Transitioning	Expanding	Commanding
<b>Anchor 4</b> Students can identify text structures that develop narrative elements, key details, and central ideas in grade-level texts.	Not applicable for this performance level.	Student can, with moderate support, identify some words, phrases, or a few simple sentences that <b>together develop a story or a topic, a description, evidence, events, or a relationship</b> in grade-level texts.	Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that <b>together develop a story or a topic, a description, evidence, events, or a relationship</b> in grade-level texts.	Student can identify most simple or some expanded or complex sentences that <b>together develop a story or a topic, a description, evidence, events, or a relationship</b> in grade-level texts.	Student can identify a variety of simple, expanded, or complex sentences that <b>together develop a story or a topic, a description, evidence, events, or a relationship</b> in grade-level texts.
<b>Target of Measurement 4</b> Students can identify text structures in grade-level texts. Text structure is defined at this grade band as words, phrases, and sentences that <b>together develop a story or a topic, a description, evidence, events, or a relationship</b> .					
<b>Anchor 5</b> Students can determine elements, connections, and topics that are established by text structures in grade-level texts.	Not applicable for this performance level.	Student can, with moderate support, identify <b>significant elements, connections, relationships, and/or topics that are established</b> by text structures ( <b>some words, phrases, or a few simple sentences that work together to determine elements, connections, and topics</b> ) in grade-level texts.	Student can, with limited support, identify <b>significant elements, connections, relationships, and/or topics that are established</b> by text structures ( <b>phrases, simple sentences, or a few expanded or complex sentences that work together to determine elements, connections, and topics</b> ) in grade-level texts.	Student can identify <b>significant elements, connections, relationships, and/or topics that are established</b> by text structures ( <b>simple or some expanded or complex sentences that work together to determine elements, connections, and topics</b> ) in grade-level texts.	Student can identify <b>significant elements, connections, relationships, and/or topics that are established</b> by text structures ( <b>a variety of simple, expanded, or complex sentences that work together to determine elements, connections, and topics</b> ) in grade-level texts.
<b>Target of Measurement 5</b> Students can identify <b>significant elements, connections, relationships, and/or topics that are established</b> by text structures. Text structures are defined here as <b>words, phrases, and sentences that work together to determine elements, connections, and topics</b> in grade-level texts.					

## READING Performance Level Descriptions – Grades 7–8

GENERAL CLAIM 1 Students can determine information in a grade-level text.	Entering	Emerging	Transitioning	Expanding	Commanding
<b>Anchor 1</b>	Student may, with substantial support, identify a few words, short phrases, or predictable sentences that <b>signal important individuals, main ideas, supporting ideas, concepts, evidence, events, multiple points of view, literary devices, and/or the message or theme</b> in a grade-level text.	Student can, with moderate support, identify some words, phrases, or a few simple sentences that <b>signal important individuals, main ideas, supporting ideas, concepts, evidence, events, multiple points of view, literary devices, and/or the message or theme</b> in a grade-level text.	Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that <b>signal important individuals, main ideas, supporting ideas, concepts, evidence, events, multiple points of view, literary devices, and/or the message or theme</b> in a grade-level text.	Student can identify most simple or some expanded or complex sentences that <b>signal important individuals, main ideas, supporting ideas, concepts, evidence, events, multiple points of view, literary devices, and/or the message or theme</b> in a grade-level text.	Student can identify a variety of simple, expanded, or complex sentences that <b>signal important individuals, main ideas, supporting ideas, concepts, evidence, events, multiple points of view, literary devices, and/or the message or theme</b> in a grade-level text.
<b>Target of Measurement 1</b>					
<b>Anchor 2</b>	Student may, with substantial support, identify a few words, short phrases, or predictable sentences that <b>signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions</b> in a grade-level text.	Student can, with moderate support, identify some words, phrases, or a few simple sentences that <b>signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions</b> in a grade-level text.	Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that <b>signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions</b> in a grade-level text.	Student can identify most simple or some expanded or complex sentences that <b>signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions</b> in a grade-level text.	Student can identify a variety of simple, expanded, or complex sentences that <b>signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions</b> in a grade-level text.
<b>Target of Measurement 2</b>					
<b>Anchor 3</b>	Student may determine <b>the literal meaning of some Tier 1 and a few Tier 2 words and their impact</b> in a grade-level text.	Student can determine <b>the literal meaning of some Tier 1 and a few Tier 2 words and their impact</b> in a grade-level text.	Student can determine <b>most of the literal and a few of the figurative or connotative meanings of Tier 1 and Tier 2 words and their impact</b> in a grade-level text.	Student can determine <b>most of the literal and some of the figurative or connotative meanings of Tier 1 and Tier 2 words and their impact</b> in a grade-level text.	Student can determine <b>most of the literal, figurative, or connotative meanings of Tier 1 and Tier 2 words and their impact</b> in a grade-level text.
<b>Target of Measurement 3</b>					



## READING Performance Level Descriptions – Grades 7–8

GENERAL CLAIM 2 Students can determine the development of ideas in grade-level texts.	Entering	Emerging	Transitioning	Expanding	Commanding
<b>Anchor 4</b> Students can identify text structures that develop narrative elements, key details, and central ideas in grade-level texts.	Not applicable for this performance level.	Student can, with moderate support, identify some words, phrases, or a few simple sentences that <b>together develop a story or a topic, a description, a claim and evidence, events, or a relationship</b> in grade-level texts.	Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that <b>together develop a story or a topic, a description, a claim and evidence, events, or a relationship</b> in grade-level texts.	Student can identify most simple or some expanded or complex sentences that <b>together develop a story or a topic, a description, a claim and evidence, events, or a relationship</b> in grade-level texts.	Student can identify a variety of simple, expanded, or complex sentences that <b>together develop a story or a topic, a description, a claim and evidence, events, or a relationship</b> in grade-level texts.
<b>Target of Measurement 4</b> Students can identify text structures in grade-level texts. Text structure is defined at this grade band as words, phrases, and sentences that <b>together develop a story or a topic, a description, a claim and evidence, events, or a relationship</b> .					
<b>Anchor 5</b> Students can determine elements, connections, and topics that are established by text structures in grade-level texts.	Not applicable for this performance level.	Student can, with moderate support, identify <b>significant elements, connections, relationships, topics, and/or themes that are established</b> by text structures ( <b>some words, phrases, or a few simple sentences that work together to determine elements, connections, and topics</b> ) in grade-level texts.	Student can, with limited support, identify <b>significant elements, connections, relationships, topics, and/or themes that are established</b> by text structures ( <b>most phrases, simple sentences, or a few expanded or complex sentences that work together to determine elements, connections, and topics</b> ) in grade-level texts.	Student can identify <b>significant elements, connections, relationships, topics, and/or themes that are established</b> by text structures ( <b>most simple or some expanded or complex sentences that work together to determine elements, connections, and topics</b> ) in grade-level texts.	Student can identify <b>significant elements, connections, relationships, topics, and/or themes that are established</b> by text structures ( <b>a variety of simple, expanded, or complex sentences that work together to determine elements, connections, and topics</b> ) in grade-level texts.
<b>Target of Measurement 5</b> Students can identify <b>significant elements, connections, relationships, topics, and/or themes that are established</b> by text structures. Text structures are defined here as <b>words, phrases, and sentences that work together to determine elements, connections, and topics</b> in grade-level texts.					

## READING Performance Level Descriptions – Grades 9–12

GENERAL CLAIM 1 Students can determine information in a grade-level text.	Entering	Emerging	Transitioning	Expanding	Commanding
<p><b>Anchor 1</b></p> <p>Students can identify key narrative elements and central ideas in a grade-level text.</p> <p><b>Target of Measurement 1</b></p> <p>Students can identify words, phrases, or sentences that <b>signal important aspects of individuals or events, claims or counterclaims, evidence, multiple points of view, rhetorical devices, and/or the message or theme</b> in a grade-level text.</p>	<p>Student may, with substantial support, identify a few words, short phrases, or predictable sentences that <b>signal important aspects of individuals or events, claims or counterclaims, evidence, multiple points of view, rhetorical devices, and/or the message or theme</b> in a grade-level text.</p>	<p>Student can, with moderate support, identify some words, phrases, or a few simple sentences that <b>signal important aspects of individuals or events, claims or counterclaims, evidence, multiple points of view, rhetorical devices, and/or the message or theme</b> in a grade-level text.</p>	<p>Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that <b>signal important aspects of individuals or events, claims or counterclaims, evidence, multiple points of view, rhetorical devices, and/or the message or theme</b> in a grade-level text.</p>	<p>Student can identify most simple or some expanded or complex sentences that <b>signal important aspects of individuals or events, claims or counterclaims, evidence, multiple points of view, rhetorical devices, and/or the message or theme</b> in a grade-level text.</p>	<p>Student can identify a variety of simple, expanded, or complex sentences that <b>signal important aspects of individuals or events, claims or counterclaims, evidence, multiple points of view, rhetorical devices, and/or the message or theme</b> in a grade-level text.</p>
<p><b>Anchor 2</b></p> <p>Students can identify words, phrases, and sentences used to elaborate on and connect ideas in a grade-level text.</p> <p><b>Target of Measurement 2</b></p> <p>Students can identify words, phrases, or sentences that <b>signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions</b> that develop or refine a grade-level text.</p>	<p>Student may, with substantial support, identify a few words, short phrases, or predictable sentences that <b>signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions</b> that develop or refine a grade-level text.</p>	<p>Student can, with moderate support, identify some words, phrases, or a few simple sentences that <b>signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions</b> that develop or refine a grade-level text.</p>	<p>Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that <b>signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions</b> that develop or refine a grade-level text.</p>	<p>Student can identify most simple or some expanded or complex sentences that <b>signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions</b> that develop or refine a grade-level text.</p>	<p>Student can identify a variety of simple, expanded, or complex sentences that <b>signal or convey key details, sequence, connections, relationships, conclusions, and/or interactions</b> that develop or refine a grade-level text.</p>
<p><b>Anchor 3</b></p> <p>Students can determine the meaning of vocabulary in a grade-level text.</p> <p><b>Target of Measurement 3</b></p> <p>Students can determine <b>the literal, figurative, or connotative meaning of Tier 1 and Tier 2 vocabulary, including the cumulative meaning of words and phrases, and their impact</b> in a grade-level text.</p>	<p>Student may determine <b>the literal meaning of some Tier 1 and a few Tier 2 words and their impact</b> in a grade-level text.</p>	<p>Student can determine <b>the literal meaning of some Tier 1 and a few Tier 2 words and their impact</b> in a grade-level text.</p>	<p>Student can determine <b>most of the literal and a few of the figurative or connotative meanings of Tier 1 and Tier 2 words, including the cumulative meaning of words and phrases, and their impact</b> in a grade-level text.</p>	<p>Student can determine <b>most of the literal and some of the figurative or connotative meanings of Tier 1 and Tier 2 words, including the cumulative meaning of words and phrases, and their impact</b> in a grade-level text.</p>	<p>Student can determine <b>most of the literal, figurative, or connotative meanings of Tier 1 and Tier 2 words, including the cumulative meaning of words and phrases, and their impact</b> in a grade-level text.</p>

## READING Performance Level Descriptions – Grades 9–12

GENERAL CLAIM 2 Students can determine the development of ideas in grade-level texts.	Entering	Emerging	Transitioning	Expanding	Commanding
<p><b>Anchor 4</b></p> <p>Students can identify text structures that develop narrative elements, key details, and central ideas in grade-level texts.</p> <p><b>Target of Measurement 4</b></p> <p>Students can identify text structures in grade-level texts. Text structure is defined at this grade band as words, phrases, and sentences that <b>together develop a story or a topic, a description, a claim and evidence, events, or a relationship.</b></p>	Not applicable for this performance level.	Student can, with moderate support, identify some words, phrases, or a few simple sentences that <b>together develop a story or a topic, a description, a claim and evidence, events, or a relationship</b> in grade-level texts.	Student can, with limited support, identify most phrases, simple sentences, or a few expanded or complex sentences that <b>together develop a story or a topic, a description, a claim and evidence, events, or a relationship</b> in grade-level texts.	Student can identify most simple or some expanded or complex sentences that <b>together develop a story or a topic, a description, a claim and evidence, events, or a relationship</b> in grade-level texts.	Student can identify a variety of simple, expanded, or complex sentences that <b>together develop a story or a topic, a description, a claim and evidence, events, or a relationship</b> in grade-level texts.
<p><b>Anchor 5</b></p> <p>Students can determine elements, connections, and topics that are established by text structures in grade-level texts.</p> <p><b>Target of Measurement 5</b></p> <p>Students can identify <b>significant elements, connections, relationships, topics, and/or themes that are established</b> by text structures. Text structures are defined here as <b>words, phrases, and sentences that work together to determine elements, connections, and topics</b> in grade-level texts.</p>	Not applicable for this performance level.	Student can, with moderate support, identify <b>significant elements, connections, relationships, topics, and/or themes that are established</b> by text structures ( <b>some words, phrases, or a few simple sentences that work together to determine elements, connections, and topics</b> ) in grade-level texts.	Student can, with limited support, identify <b>significant elements, connections, relationships, topics, and/or themes that are established</b> by text structures ( <b>most phrases, simple sentences, or a few expanded or complex sentences that work together to determine elements, connections, and topics</b> ) in grade-level texts.	Student can identify <b>significant elements, connections, relationships, topics, and/or themes that are established</b> by text structures ( <b>most simple or some expanded or complex sentences that work together to determine elements, connections, and topics</b> ) in grade-level texts.	Student can identify <b>significant elements, connections, relationships, topics, and/or themes that are established</b> by text structures ( <b>a variety of simple, expanded, or complex sentences that work together to determine elements, connections, and topics</b> ) in grade-level texts.